

Office of Career and Technical Education

Frequently Asked Questions

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Career and Technical Student Organizations (CTSOs)

FAQs

What is a CTSO? Am I required to have one?

A career and technical student organization (CTSO) is an organization for students enrolled in a CTE program that engages in CTE activities as an integral part of the instructional program. CTSOs are optional leadership activities that meet the requirements of state approved programs and are an opportunity for students to build leadership skills.

How do CTSOs operate?

The OCTE supports a state CTSO director for each of the organizations through Perkins state leadership dollars. The state CTSO director coordinates events and competitions for CTSO local chapters at the regional, state, and national levels. These directors are a great resource for teachers and administrators on CTSO activities.

What are the secondary CTSOs in Michigan?

Business Professional of America (BPA) - The organization serves students who are currently, or were previously enrolled, in a business education program. The mission of BPA is to contribute to the preparation of a world-class workforce through the advancement of leadership, citizenship, academic, and technological skills. www.michiganbpa.org/

DECA - Michigan DECA is an association of students who are planning careers in marketing, management and entrepreneurship. The goals of DECA are to promote leadership development, civic consciousness, social intelligence, and career area understanding. www.mideca.org/

Michigan Association of FFA – Is an association of students enrolled in agricultural education programs. The National FFA Organization is dedicated to making a positive difference in the lives of students by developing their potential for premier leadership, personal growth, and career success through agricultural education. www.michiganffa.com/

Family, Career, and Community Leaders of America – FCCLA is the student organization associated with the Family and Consumer Science program area. The mission of FCCLA is to promote personal growth and leadership development through family and consumer sciences education. Focusing on the multiple roles of family member, wage earner and community leader, members develop skills for life through character development, creative and critical thinking, interpersonal communication, and practical knowledge. www.mifccla.org or www.fcclainc.org

SkillsUSA – The organization serving students enrolled in training programs in technical, skilled, service, and health occupations. SkillsUSA Michigan does not compete in health occupation contests. SkillsUSA prepares America's high performance workers by providing quality education experiences for students in leadership, teamwork, citizenship, and character development through building and reinforcing self-confidence, work attitudes, and communications skills. www.miskillsusa.org/

Health Occupations Students of America (HOSA) – An association of students enrolled in health occupations programs. The mission of HOSA is to enhance the delivery of compassionate, quality health care by providing opportunities for knowledge, skill and leadership development of all health science technology education students; thereby, helping students to meet the needs of the health care community. www.michiganhosa.org/

What is FEA?

The Future Educators Association (FEA) is an international student organization dedicated to supporting young people interested in education related careers. FEA's mission is to assist student to develop strong leadership traits and the skills found in high quality educators. FEA has recently been recognized by the United States Department of Education as a CTSO. Currently, there is no state organization.

CTE Instructional Program (CIP) Self Review FAQs

What is the CIP self review?

The state approved CTE Instructional Program (CIP) Self Review is a process that requires administrators and instructors of all secondary state approved CTE programs (both wage-earning and Family and Consumer Science) to conduct a self review of their programs based on key criteria. Based on this self review, improvement needs for the program are identified and a plan of action is developed and implemented.

How often must the CIP self review be done?

Each state-funded program must complete the CIP self review at least once in any five year period, or more often if directed by local or regional administration. Administrators must submit a summary of the evaluation annually for reporting in the CIP self review summary. Some people will find it easier to review and update their self review information each year to manage reporting and improvement plan progress.

Can I start to work on my self review even if my administrator has not notified me that is required this year?

Yes. You may begin to gather your evidence and start a file. Evidence from prior years may be required so it may be helpful to become familiar with the documents so you can set aside a copy of each document that will be needed.

Where can I get additional information to help me complete my CIP self review/TRAC notebook?

Your CEPD administrator or local CTE administrator can provide additional information. You may also visit the MCCTE-Navigator website at: <http://navigator.mccte-fsu.org/>

What do I put in the Additional Program Staff: Paraprofessional Credentials section?

Unless you have a paraprofessional assigned to your **classroom** you can ignore this section completely. An aide or paraprofessional who is assigned to accompany a special needs student or group of students to the student's class hour would **not** be assessed in this section. If you do have a paraprofessional assigned to work in all your classes, consult him/her for the appropriate documentation as listed in the evidence section (note: not all documents listed are required).

I do not have a program advisory committee, so who should sign as the advisory committee chairperson?

If you do not have a program advisory committee, you have identified a major deficiency in your program. You cannot have someone who does not exist verify your CIP self review. You must indicate that you do not have an advisory committee. You should plan to begin to organize this immediately. Advisory committees are required to meet a minimum of twice each school year. Programs throughout the state find their local program advisory committees to be a valuable resource and sounding board for their programs.

What do I do about the expenditure of funds section? My district does not give me a budget.

If you are unable to obtain anything for your program, do not check any boxes. Often a district is supporting a program with Section 61a(1) funds, and you may not be aware of it. You can check with your business office or look back at what may have been ordered on your behalf. Often things like conference attendance, new textbooks or advisory committee meetings are being paid for out of the Section 61a(1) funding, but the individual teacher may not be aware of how this has been paid. Your local CTE director should be able to assist you to determine which items have been paid for with state or federal funds.

What is the expectation for secondary-postsecondary Programs of Study?

All CTE programs must have an aligned curriculum and some type of credit earning articulation agreements with local community colleges or postsecondary institutions for their students to also receive credits at the college once they complete the course(s). We would like to see the documents that specify the terms of the agreements, including the required program of study (POS).

What kinds of things are you looking for in the “Unique Program Features” section?

Although the CIP self review is designed to indicate the level of program quality, there may be features of your particular program that you wish to highlight for a variety of reasons. This section is your opportunity to showcase the truly special things that occur in conjunction with your program that the CIP self review may not have covered.

There are three teachers in my department. Should we each do our own self review?

No. In a multiple teacher department, you should collaborate to produce **one** CIP self review for your “program.” You will need to supply separate endorsement and certification documentation for each teacher.

What records can be used to prove that I have attended professional development?

You may provide a detailed list that shows the date, sponsoring agency, topic of the event, and a notation of how this event related to your program. For your own files, you should retain agendas or programs from the professional development session, certificates of completion, district professional development records (NCLB), your summary sent to the superintendent following your participation, district registration records, SB-CEUs, cancelled checks, registration forms, etc., which may all be used to substantiate your participation. Often more than one document will be needed to substantiate an event should you be requested to do so.

I have a paraprofessional who helps with the special education students in my classroom two hours a day. Should I get his/her professional development records, too?

You may complete this section if you wish, but it is not required for **less than full-time** paraprofessionals in your classroom. If you have a paraprofessional assigned to your classroom (not individual students) for the entire day, they should complete this section of the CIP self review with you and your CTE director.

How do I determine if my classroom is “accessible” for disabled students?

All classrooms should have at least one 36” wide aisle, the doorknob should be the lever type, and pencil sharpener should be no higher than 48”. If you do not have desks with adjustable heights, you may have to work something out with school staff responsible for facilities maintenance if students need to have a desk raised or lowered to meet their needs. The test is “can **all** students participate fully in everything we do?”

I don’t know who my CTE director is. How can I get their signature?

Your building administrator should know who your CTE director is or who has been designated. If you are unable to obtain this information from your school or district office, you may contact your regional CTE administrator or the Office of Career and Technical Education.

Our administrator(s) is leaving/retiring. Who should I have sign my CIP self review?

Your current administrator should provide the assurance signatures. It would be wise to coordinate your request for reading and signatures with support staff in his/her office, so that the deadlines can be met. If your administrator has already left, the “acting” administrator may sign. It may be a good idea to provide your new administrator(s) with a copy as a way of becoming familiar with your program.

My administration has provided a 5-inch notebook with labeled dividers and pre-inserted information. Is this what is required?

No. It is suggested that you retain the large notebook for your local files, and find a more compact notebook to submit your CIP self review to the state. Documents submitted to the state need only contain the required information for your program. Extra tabs, dividers, and extraneous information are discouraged. Please see the TRAC CIP self review for the exact evidence to submit.

There are three high schools in our district. Should we each send in a CIP self-review or combine them into one from our district?

Programs are approved and funded at the building level. At the state level, each school's program is independent of any others in the district, and is identified in files with a unique number. Each building should complete a CIP self-review for their building and submit it as a stand-alone document to the **state**. You may wish to share common information (e.g., common curriculum, standards linking) and duplicate for each building's review. You also may wish to coordinate the submission of your reviews for signatures to central administration and the CTE director.

For more information, please visit the MCCTE-Navigator website at: <http://navigator.mccte-fsu.org/>

Civil Rights Compliance Review (CRCR) FAQs

What is a Civil Rights Compliance Review?

A Civil Rights Compliance Review is a review of policies, procedures, and physical facilities to assure compliance with federal and state laws.

The following federal and state laws apply to educational programs that receive federal funds: Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990.

The Office of Career and Technical Education (OCTE) is the state office responsible for administering a compliance program to prevent, identify, and remedy discrimination on the basis of race, color, national origin, gender, or disability by local educational agencies, career and technical education centers, or institutions that receive federal financial assistance through the Michigan Department of Education.

Where do you get the data used in the targeting process to determine which sites are selected for CRCR review?

The data submitted to the Michigan Department of Education in CTEIS (Career and Technical Education Information System) to OCTE for CTE programs provides the information used in the targeting formulas.

How long should we expect this process to take?

Preparing for the review will take some effort, as the schedule for the day must be arranged, the information requested about your facilities obtained, and the requested documents assembled. We suggest that each coordinator assemble a local team, and delegate responsibilities to prepare for your onsite review. The actual onsite review is usually a one or two day visit.

The follow up will depend on the number and nature of items that are found to be out of compliance. An adequate remedy will need to be identified and approved for each corrective action required. Your local board will need to approve the plan and the plan will need to be implemented. Evidence of each remedy of items identified in your review is due to our office on the December 1 following the review and acceptance of your compliance plan. Our office will work with your agency throughout the process to assure the timely completion of your obligation to bring your agency into compliance.

How do you define who the coordinator is for a given civil rights law?

It is a requirement that coordinators for Title II, Title IX, and Section 504 be **designated by the official board or governing body**. We recommend a coordinator for Title VI, although it is not specifically required. A record of the appointment should be reflected in the official meeting minutes, or be incorporated into that position or job description. This person or persons is/are the point of contact for investigation and resolution of complaints, and coordinates compliance activities. An agency may designate one person for all the laws or individual coordinators for each law. This is a local decision.

Approximately how much money does it cost a district to comply with Office for Civil Rights requirements?

It varies depending on the specific findings. Frequently, existing documents will need to be modified, but because these are usually revised often, there is often no additional cost beyond the normal reprinting (e.g., student handbooks). If the facility is found to be out of compliance, it is hard to estimate without knowing specifically what needs to be done. We look for the most cost-effective way to make the needed changes, and can often offer several options for your consideration.

We will work with you to try to arrive at an acceptable cost-effective solution; however, recognize that agencies have had over 30 years to bring their facilities into compliance, and there is likely to be expense involved in building modifications.

Should we also include the Michigan Elliot-Larsen Act provisions in our nondiscrimination statements and grievance procedures?

If your agency receives state funding, it is advisable to include **weight, height, marital status, or arrest record** (note: there is a distinction between “arrest” and “conviction”). You are not required by our compliance process to include these additional bases, but we recommend it.

Where/who is keeping track of civil rights violations?

For Michigan, the Office for Civil Rights of the United States Department of Education (USED), located in the Cleveland, Ohio, is the point of contact for all complaints related to educational institutions. OCTE also annually contacts the Michigan Attorney General’s office to determine if complaints have been brought against an educational institution in the state. If a complaint is resolved at the local level, the only records may reside with the local educational agency.

If we identify “out of compliance” items during our self review, should we modify those items prior to our site visit?

Our office advises you to contact us for technical assistance and/or refer to the technical assistance guide provided during the initial meeting for coordinators from the selected districts. If the item is simple, not costly (e.g., adding a phone number or correcting omitted steps in a grievance procedure), and you are **sure** your correction(s) will bring you into compliance, then pursue them as time allows. If there are structural modifications or items that involve much expense, we urge you to work with us through the compliance plan process. There is often more than one way to bring a situation into compliance, and we may be able to offer several less expensive suggestions. There is no penalty for not being in compliance at the time of our site visit.

Can we reschedule your visit to a better day for us?

When the CRRC team arranges the calendar for CRRC reviews, many factors are taken into consideration, including staffing availability, other events for which our office has responsibility, economy of travel, etc. We regret that we cannot change dates once we have established our itinerary. The only exceptions would be if your agency is scheduled to be visited on a day when school is officially closed. Should this be the case, **please contact our office immediately** so that an alternative date can be scheduled. In the case of extreme weather when school is cancelled unexpectedly, we will reschedule with you for a later date.

When completing our agenda, should we include the CTE administrator from our ISD?

Although there is not a requirement to do so, you may feel free to include that person. It is important that all individuals who have a role in the delivery of federally funded programs to students understand the requirements of USED, Office for Civil Rights. By including your regional or ISD CTE administrator, you will be assuring their understanding of your need to address any recommendations that come out of the process.

We are a consortium. Should we invite the counselors from all of our sending schools to participate in the survey?

Yes, because the role of the counselor is critical to student enrollment in CTE programs. We encourage you to invite at least one counselor from each potential sending school to participate in the interview.

We have schools outside our district that send students to our programs. Should we also include their counselors in our invitations to the survey?

Yes. All counselors who are in a position to send (or not send) a student to your programs should be included in the interview process.

What would constitute “tangible evidence” for physical changes in our facility?

Invoices or receipts for work done and materials ordered, pictures of the before and after (e.g., door handles), pictures that include a reference measure (e.g., doors that are widened), or other physical evidence that shows or documents the facility has been brought into compliance. When submitting photographs (prints or digital), a certificate of authenticity signed by a district official is required. OCTE will provide this form to you.

Will I have to attend the compliance plan technical assistance workshop?

The compliance plan workshop is designed to assist you with the preparation of your compliance plans. Participation is optional, but highly encouraged. It includes an overview of the process and the mechanics of writing the plan.

Have certain issues increased since you started doing these reviews?

The findings and recommendations are as individual as the agencies we visit. Because more disabled students are attending all school programs, accessibility and accommodation have become more important as the population needing these modifications has increased in public schools. The largest number of complaints to the Office for Civil Rights concern accessibility for students with disabilities.

Can you explain the requirements for restroom signage?

Requirements are based on the standards in place on the date construction of the building began or the date that modifications to the building began. Depending on the age of the building, all restrooms may be required to meet the requirements for access. Even very old buildings are required to have a restroom with adequate access for the disabled clearly marked with signage, and conveniently located for student and public use. If an agency with buildings that pre-date accessibility requirements wishes to provide more than one accessible restroom, or additional single sex restrooms that are accessible, they should be clearly marked with the appropriate universal signs. If a restroom is not accessible but signs indicating that it is accessible are posted, the access signs should be removed.

We share our building with other programs. Will you be looking at our entire facility?

When we conduct a site visit, we examine **all** areas of the building(s) that students, employees, and the public use. We may also inspect other related facilities if students are placed there, or if parents, students, employees, or the public must visit that facility for information, to enroll, etc., as a part of the agency's educational delivery system. For example, student placements at off-site workplace learning experiences may also be reviewed.

I am new in this position. How can I get more information?

We encourage you to contact any member of the CRCR team at any time throughout the process to ask questions or clarify items about which you are unsure. You may contact OCTE, CRCR, at (517) 241-0260 or (517) 241-2091.

Do the coordinators have to be central office personnel? Wouldn't students be more comfortable going to someone in their building that they know better?

Because of the legal ramifications should a district mishandle the initial investigation of a civil rights complaint, it is highly recommended that central office personnel fill this role(s). You may, in your grievance procedure, indicate a contact person at the building level that students would feel comfortable approaching with a concern, who would then contact the appropriate central office personnel, and assist the student with the rest of the formal grievance process.

Our facilities are being renovated; we will be/are building a new facility. What impact will this have?

Our review is a "snapshot" of conditions existing on the day of our visit. We will assess your building as it exists on that day, but are more than happy to discuss your planned renovations with you. Often we can suggest improvements to the plans that will "correct" a civil rights issue during renovation. We will also work with you as we do the physical assessment of your current building to point out areas to pay

particular attention to with your architect and/or builder. Many of the deficiencies in your current building may be addressed in your compliance plan by planned renovations or new construction, with **interim** measures specified for the interval between the discovery of the barrier and final occupancy of a new or renovated facility.

Is our high school yearbook required to include a nondiscrimination statement?

A notice of nondiscrimination **may** be published anywhere. However, they are **required** on any materials, publications, applications, or information relative to programs that are recipients of federal funds.

When trying to determine if a nondiscrimination statement is needed in a publication, ask yourself if federal funds have been or will be involved in any way with that publication, or the related activities, programs, or services. Most schools have yearbook programs that are self-supporting, or funded in part by local dollars. It would be unusual for state or federal funds to be used in the production of a school yearbook. However if this were the case, then a nondiscrimination statement would be required.

We operate our career and technical education programs at a community college, an M-TEC, and/or five local district facilities. Will you be visiting all of our facilities?

We give you the option when you develop your agenda to select the main site for the visit. We recommend that you choose the location that will be the most convenient for assembling personnel for the entrance and exit interviews. Our facilities person/team will travel to other sites for review of those facilities. In the case of many sites or great distances between sites, we may randomly select one or more of the additional sites to visit. We may also visit those sites on a different day from the main review.

Why are we required to submit a Certificate of Board Approval with our compliance plan?

It is important that your agency allocate the resources required to remedy any items of noncompliance identified. Having your plan reviewed and accepted by your local governing body assures that necessary financial support will be allocated to assure that the modifications are completed.

How soon after the onsite visit will we know what items are out-of-compliance?

At the conclusion of our onsite review, an exit meeting is scheduled. At that time, we will give you a brief overview of our findings. These will be preliminary, as we may need to do further investigation or consult additional resources prior to finalizing our findings. Our visit will be followed by a formal "Letter of Findings," which is the official record of the review, and will be the basis of your required response(s). Your Letter of Findings will be transmitted to the appointed coordinator(s) for the review, and the administrative official of your agency within 30 business days of the onsite review.

Our agency has contractual arrangements with other educational entities to provide programs on our behalf (e.g., community colleges, cosmetology schools, etc.) If/when you find items of non-compliance at facilities owned/operated by the contracted agency, who will have to pay to fix these facilities?

As the operating agency, you have the responsibility to assure accessibility to your programs, regardless of where these experiences may occur, or who may be delivering instruction on your behalf. You may have to negotiate with the provider to find a mutually agreeable solution or relocate the program to a provider who can provide accessibility. It should be noted that in many instances, the contracted agency is subject to the same accessibility requirements as your agency, as they are recipients of federal financial assistance from USED as well.

Where can I find out more about Title IX requirements?

The Michigan Department of Education has a Title IX coordinator who can be consulted by local districts. Please consult the MDE website: www.michigan.gov/mde, for contact information.

We have only a restroom for males in our auto program area. Will we need to make changes if we are reviewed for civil rights compliance?

All educational entities that receive federal financial assistance (such as Carl D. Perkins funding for CTE education) are required to follow the requirements of federal laws. One of the laws, Title IX, requires equitable facilities for both genders. You should not wait until you are found to be in violation of the law. Solutions may include closing the restroom to everyone, converting it to a unisex restroom, or remodeling the area to provide separate equitable facilities.

How do I determine if my classroom is “accessible” for disabled students?

All classrooms should have at least one 36” wide aisle, the doorknob should be the lever type, and pencil sharpener should be no higher than 48”. If you do not have desks with adjustable heights, you may have to work something out with school staff responsible for facilities maintenance if students need to have a desk raised or lowered to meet their needs. The test is “can **all** students participate fully in everything we do?”

CTE and Academics FAQs

The description of the Michigan Merit graduation requirements states that some academic credit could be earned in Career and Technical Education (CTE) programs. How can this be done?

The State Board of Education approved the "Guidelines on Awarding Academic Credit." The document was developed over many months with input from MDE staff, the Office of Career and Technical Education, and practicing educators in CTE. CTE administrators from around the state provided input to the document. The guidelines are posted on the Michigan Department of Education website at: http://www.michigan.gov/documents/mde/Credit_in_CTE_and_Integrated_Guidelines_199363_7.pdf

These guidelines provide a format for using teacher work teams in each local district to examine the CTE curriculum and determine the amount of academic credit to award based on a crosswalk with the content expectations. Local districts are encouraged to use the guidelines for awarding academic credit in ways other than CTE as well. The process will help to legitimize that academic standards can be taught using a variety of delivery models and will hopefully inspire creativity and encourage teachers to include other teaching techniques, such as thematic units, project-based learning, portfolios, and other strategies to provide the best possible learning options for students.

Can students earn credit through a CTE program?

Yes. CTE courses may be used to help students earn the necessary credits in a variety of required credit areas. For example, a district may allow a student to receive credit for Algebra or Geometry in construction programs, if the district determines that the construction program covers the required high school content expectations for those subjects. It is also possible for CTE courses to be used to help students in an electronics class earn credit for the "one additional math or math-related" credit required in the Michigan merit curriculum. In addition, students have the flexibility to earn core credits through on line courses, testing out, summer school, and other local options.

How will a CTE student demonstrate proficiency in the Michigan merit curriculum required course/credit?

A local district continues to have the authority to develop a method for determining and tracking student proficiency in meeting one or more course/credit content expectations for partial or full credit. Students may be required by the district to pass the academic final exam to be awarded the academic credit.

Michigan CTE Navigator

There is new electronic curriculum system for Michigan's Career and Technical Education community (state/regional/local Administrators and instructors). The system is called MCCTE Navigator and provides real-time access to Michigan's state approved CTE program curriculum, which is necessary for educational decision-making, management, and ultimately student achievement. The web-based, online database is comprehensive, statewide, user-friendly, and instructor-driven and can be used for managing the technical standards, career cluster content, segments, resource content, and academic alignment results for all of Michigan's CTE program areas. Go to: <http://navigator.mccte-fsu.org/>, for more information.

CTE Instructional Programs – Requirements for State Approval FAQs

What is state approval of a CTE instructional program?

A state approved CTE program shall include all of the following:

- 1) A coherent sequence of courses so that students gain academic, technical, and work behavior skills.
- 2) Instruction that includes classroom, laboratory, work based learning, and leadership opportunities.
- 3) Instruction that is supervised, directed, or coordinated by an appropriately certificated CTE teacher.

What is a CIP Code?

CIP is an acronym for Classification of Instructional Program, which is a numbering system used by the U.S. Department of Education to identify educational programs. Each CTE program is identified by a CIP Code that reflects the content of the program.

What is CEPD?

CEPD is an acronym for Career Education Planning District. Each CEPD has a geographically determined number. If you do not know the CEPD number for your district, contact your local CTE administrator for this information.

What is a PSN?

This stands for the unique Program Serial Number (PSN) that is assigned by the state to each state approved career and technical education program. It identifies your program area, school district, and building. You can obtain the specific PSN for your program by contacting your local CTE administrator.

Where can I find the standards for CTE programs?

Links to the standards can be found at: <http://www.mccte-fsu.org>.

I have recently moved to a smaller room. My room does not provide the minimum square feet per student. What should I do?

CTE programs are approved based upon delivery in a specific facility. You may lose your approved program status and eligibility for funds if you cannot meet the minimum square footage requirements for the number of students enrolled. A larger alternative space that is regularly and consistently assigned to your program or reducing the enrollment in courses are two possible solutions.

Why can't I count the square footage of my room as the length times the width of the space?

Only the amount of space **available** for instruction can be counted. Space taken up with storage cabinets, appliances, other equipment, lockers, and areas where things are permanently affixed (e.g., counters) are not available for student use for authentic instruction. You must subtract the approximate amount of space taken up by these items from the square footage within the classroom walls.

Eighty (80) square foot per student works out to be 2,400 square foot for a class of 30 students. My classroom is certainly not this big! What should I do?

The required square footage for CTE programs has been established and remained unchanged for many years and was a part of initial approval of your program. You may have to enroll fewer students or be moved to a larger space in order to meet the state approval requirement.

How can I show that my course content integrates the Michigan Technology Standards, Career and Employability Standards, and Michigan Academic Content Expectations?

You should supply a gap analysis of your curriculum and the various standards, showing specifically where you are addressing each of the standards. The course syllabi and instructional design document showing the sequences of courses may be used to demonstrate delivery.

Can you identify what technology would be appropriate for student use?

Technology goes beyond “computers” to include all “tools” appropriate for the discipline. There are many tools available that can help students to understand and learn concepts. Most of these items engage students in “hands-on” activities and simulations.

Can you identify what technology would be appropriate for instructional use?

Any tools that assist the teacher to help students learn the desired concepts.

How would I know if my materials and curriculum are free of bias?

Your materials and curriculum should be gender fair and inclusive. Undue emphasis on any one group or omission of any groups reflects bias. You should consider this in selecting materials, displays, textbooks, audio-visual materials, support materials, etc.

What should I look for to decide if my recruitment strategies are fair and unbiased?

Are all students welcome and encouraged to enroll in your program? Is there approximate gender balance in your classes? Do your recruitment materials portray all types of students in the pictures? Do the demographics of your classes reflect the demographic mix (by gender, race, economic level, ethnic group, special needs, etc.) of the larger school enrollment? All of these factors will help you decide if your program is truly accessible (and accessed) by any and all students.

What does a gender fair classroom look like?

Each gender is equally represented in visual aids, textbooks, and posters. The teacher uses gender fair language. The content is not exclusive to one gender’s interests. Both male and female students want to enroll and feel comfortable in the course.

How do I assess if my program is accessible to all students?

Is your classroom physically accessible: no steps, 36” aisles, adjustable workstation, student use items (pencil sharpener, towel dispenser, etc.) are not mounted with the operating part above 48” from the floor? Of course, the best way is to talk with your disabled students about any difficulties or barriers they may experience. If you do not have students with a disability, you should ask yourself why students with a disability do not choose your course(s).

For more information, visit: <http://www.michigan.gov/octe> or <http://www.mccte-fsu.org/>.

CTE Technical Skills Assessments FAQs

What are technical skills?

Technical skills as stated in the Perkins IV law; Section 113(b): Student attainment of challenging career and technical skill proficiencies, including student achievement on Technical Skill Assessments, that are aligned with industry recognized standards, if available and appropriate.

What are technical skills assessments?

“Technical Skill Assessments” refer to assessments administered to meet the requirement in Perkins IV that states report on student attainment of career and technical skill proficiencies, including student achievement on technical skill assessments, that are aligned with industry-recognized standards.

Is there a statewide technical skill assessment day?

This depends on the program area. Some assessments have limited testing windows, while others are locally determined. Contact your CEPD administrator or local CTE director for more information regarding coordination of assessments in your area.

When are students to take the assessment?

Students should take the assessment **at the end of the program**, when they have completed coursework covering all of the program standards required for completion of their CTE program.

Which students must take the assessment and how do districts identify students to be assessed?

All secondary CTE students who have reached at least **concentrator** status must take the assessment **upon leaving or completing the secondary program**.

A CTE concentrator is a student who has completed 50% of the program. In Michigan, students who have successfully completed course sections (with a grade of 2.0 or better) covering seven or more segments are program concentrators.

A list of students potentially eligible to be assessed may be downloaded from the Career and Technical Education Information System (CTEIS). This list will include all students who are currently enrolled in the CTE program. Since student progress toward concentrator status depends on course section grade, concentrator status is not updated in CTEIS until student grades have been reported at the end of each school year. Therefore, districts will need to review the class lists and identify students who will meet the criteria for concentrator status who will be leaving or completing the program prior to the next assessment date. These are the students who will need to take the assessment.

How can districts determine whether a student will reach concentrator status in the current school year?

First, identify the students who will **leave** or **complete** the program at the end of the current school year. Second, identify which of the students leaving or completing will meet the criteria to become concentrators by the end of the school year.

If a student received a grade of 2.0 or better in course sections covering a total of at least seven segments in the previous school year, the student is a concentrator.

How will decisions about technical skills assessments be made?

When developing the State Plan for CTE after Perkins IV legislation was passed, OCTE established an Assessment and Accountability Referent Group to assist in reviewing assessment selections and making decisions during the process. These same individuals were asked to continue to provide feedback over

the five years of the state plan regarding technical skills assessments. In addition, assessment Cluster Referent Groups have been established to provide content expertise and help us to ensure the alignment of assessments to CTE program standards. These groups assist us in determining the course of action for technical skills assessments in Michigan.

What is the baseline that you have established regarding the number of individuals and the variety of roles to be present in the assessment Cluster Referent Groups in order to provide valid feedback and input? Will there be a number and a mix of representative groups required in order to move forward?

The purpose and intent of these groups is to gather **content experts'** opinions about the fit and alignment of an assessment to a given program's standards for available assessments. The number of individuals on each referent group will likely vary depending on the number of volunteers and the number of CIP codes within that career cluster. The goal is to have representation from secondary educators, postsecondary educators, and business and industry representatives.

There will also be a CEPD administrator member of each referent group (who has teaching experience or a current certification within that cluster, where possible) and a member of our existing Assessment and Accountability Referent Group. As always, we will seek representation from across the state and from both area centers and comprehensive high schools though not every region may be represented on every referent group. Likewise, there will need to be at least one secondary instructor from each current CIP code within each career cluster. Again, it is the intent that the groups would provide content expertise. We need your content experts to participate in the process as it is happening. It is much more helpful to have active participation up front as we are doing the work than to try to react and respond to comments or concerns after the Referent Group members have put time and effort into the task.

Do you plan to bring the outcomes of the group work back to CTE leadership for input prior to final draft? Will you accept written feedback? Is it possible to have a public hearing type format for the review by administrators?

The purpose of the Assessment and Accountability Referent Group and the assessment Cluster Referent Groups is to provide the input we need to move forward with suggested assessments. We will make the minutes of these meetings available on our website for review. Please use the representatives on the Referent Group to give us feedback because they will be receiving information from the assessment Cluster Referent Groups and give us input toward the decisions, as well. Referent Group members will be posted on the OCTE website.

We will share the recommendations of the assessment Cluster Referent Groups with the CTE community and other stakeholders through the Information Update, our Spring and Fall CTE Administrators meetings, and CEPD Administrator meetings. In some cases, this may be after pilot testing has been carried out so that there is additional information available upon which to provide feedback. Selection of the program assessments will be an ongoing process for the duration of Perkins IV (through 2013) with the possibility of changing assessments where better options become available. There will be ongoing evaluation of the assessments during field testing and the first year or two of implementation through the use of online surveys of instructors, students and proctors/assessment coordinators.

Stakeholders interested in having a significant role in providing input would help the most by participating in field testing the assessments, keeping up on the information sent out, and corresponding with members of the Assessment and Accountability Referent Group. Again, it is most beneficial to receive input from administrators as the process is taking place. Please consider being an active participant.

Do you anticipate that the outcome for each secondary skill assessment will be in the form of competencies that students are expected to master and will be assessed for or a single "test"?

Under Perkins IV, states are required to report on student attainment of career and technical skill proficiencies, including student achievement on technical skill assessments that are aligned with industry-recognized standards (sec. 113 (b)(2)(A)(ii)). Districts must report which of the state program standards (organized into "segments") are being taught in each course section. Student attainment of skill proficiencies will be measured through a single program assessment that will be administered online wherever possible. Although it would be ideal for the assessment to include performance, it would be

cost-prohibitive. And although it would be ideal to assess students at various times within their program of instruction, an assessment taken at the end of the program is our current goal.

What criteria are being used to determine reasonable cost and return on investment for the assessments?

Perkins IV mandates reporting of student achievement on technical skill assessments. Assessments must be aligned to the state standards and must be reliable and valid. A major challenge in meeting this mandate is the lack of available, affordable, reliable, and valid assessments that align to industry-recognized standards. Where there are several assessment options available, the least costly option that meets criteria will be selected. We are using a \$30 estimate as the highest amount that we are willing to pay for an assessment. We hope to keep the assessments well under that amount, if possible. Where there are no existing assessments at that price, we will look toward assessment development using the Career Pathway Collaborative (a consortium of states working together). There are also initiatives underway at the national level with both a test item bank and an assessment clearinghouse that may be of assistance to us in the future. Several ISDs have volunteered to assist us in test development, as well. In addition, each assessment Cluster Referent Group will include at least one CEPD administrator to provide input through their experience with the CTE budgeting process.

How should districts arrange for accommodations for students with assessment accommodations on their IEPs or 504 plans?

A special populations coordinator or other personnel will need to verify and coordinate individual accommodations. The local agency will have to plan for any special arrangements needed such as: a separate setting, extended time, individual test administration, or readers. Accommodations may require additional proctors or sites. Sites should consult test administration materials for additional specific information when planning the assessment administration and prior to ordering assessments. Individual assessments may have different requirements to arrange for accommodations. See below:

NOCTI Tests (Accounting—Advanced, Criminal Justice, and General Management assessments): Large print and text to speech are available from (NOCTI) but must be specified on the order form. Information on accommodations for NOCTI assessments may be found at <http://www.nocti.org/TTS.cfm?m=3>.

National Healthcare Foundation Skills Test: Assessment accommodations specified in a student's IEP are available to students taking the National Healthcare Foundation Skills test, including allowing the assessment to be read and extended time, however accommodations must be arranged with the Career Tech Testing Center when ordering assessments.

National Automotive Student Skills Standards Assessment: Students taking the National Automotive Student Skills Standards Assessment may receive reasonable accommodations for their special needs. Information may be found at: <http://www.na3sa.com/pdfs/testingpoliciesforna3sa1.pdf>

Strata Test: Accommodations, including double the amount of time to take the test, are available for the Strata test for students with assessment accommodations specified on an IEP. An online form must be completed and returned by fax to Certiport. The required form may be found here: <http://www.certiport.com/Portal/common/imagelibrary/deaaForm.pdf>

Michigan Test for Teacher Certification—Basic Skills: Alternative testing arrangements that are reasonable in the context of this certification test and supported by documentation may be provided for certain students. Requests for alternative testing arrangements must be submitted utilizing the Alternative Testing Arrangements Request Forms. Information may be found here: http://www.mttc.nesinc.com/MI17_altarrangements.asp

Do accommodations need to be provided during the testing for special education/504 students?

Yes. A student must have an IEP/504 plan with accommodations for testing specified in the plan to qualify for accommodations. The specified accommodations must be allowable under the specific test vendor's guidelines and protocols.

Who can proctor the technical skill assessments?

Proctors need not be skilled in a particular occupational area, but should be:

- Knowledgeable regarding administration of objective-type assessments
- Detail-oriented and able to monitor groups of people
- Capable of speaking and reading clearly and audibly
- Familiar with the computer lab setup and have access to technical support staff for assistance if utilizing online administration

Guidance staff, career-to-work coordinators, technical support staff, or administrative support staff may serve as proctors. **Instructors are not to proctor their students and should not have access to testing content.** Instructors may be allowed to serve as proctors for programs in a different career cluster; however, the rule varies by assessment vendor. For the most accurate information, direct your questions regarding whether a specific individual may serve as a proctor to the owner of the assessment in question.

What are the responsibilities of proctors?

Proctors are responsible for maintaining confidentiality and security of all testing materials and overseeing the test administration. Proctors should make sure students are working independently by observing from the side and behind workstations. Proctors may NOT define terms or otherwise guide them on anything related to the assessment content. Proctors must be available to answer questions regarding navigation in the testing system. Proctors are responsible for reviewing the assessment proctor or administration guide, verifying that a user code and password has been received for all students, and the number of sessions for administration. Proctors also verify the URL address to access online testing system, that all workstations have been properly configured, that technical support is available at the site during administration, and that all testing procedures have been followed. On the day of the assessment, proctors will log into the online assessment system on each computer.

What are the responsibilities of site coordinators?

Site coordinators serve as the site contact with the assessment owners. The site coordinator is responsible for ordering assessments and obtaining results.

What is a rough estimate of a timeline to help with planning the implemented technical skill assessments?

Time	Activity*
	*Note: Some tasks, such as scheduling computer labs may need to be started sooner in some districts.
Early Fall to January	Identify assessments with specific testing windows and review available dates. Begin arrangements to register for desired dates as early as possible
Early Fall	Identify testing sites and arrange transportation to testing site, if needed.
– 10 weeks	Identify site coordinator(s)
– 8 weeks	Schedule computer lab/computer work stations that meet requirements for online assessment
– 6 weeks	Arrange for site coordinators to receive training
– 6 weeks	Identify and schedule proctors
– 4 weeks	Arrange for proctors to receive training
– 4 weeks	Determine number of students who will be taking the assessment
– 4 weeks	Identify any students requiring accommodations during testing
– 4 weeks	Complete testing agreement(s)
– 4 weeks	Complete and submit assessment order form
– 4 weeks	Arrange for accommodations for any students needing them
– 2 weeks	Site coordinators receive email confirmation with usernames and passwords for students to be assessed
0	→Assessment date: Students take assessment
Same day to one week	Students, instructors, proctors, and site coordinators complete online evaluation surveys (Zoomerang) to provide feedback on assessment process
+ 2 weeks	Site coordinators access vendor website to check for results
June-July	Site coordinators receive results from test vendors

Can students retake the assessments?

See policy.

What happens when a student receives a D first semester and an A second semester?

The student will only be recorded as having successfully completed coursework covering the segments in the second semester. For example, if the first semester covered segments 1-3 and the second semester covered segments 4-6, only segments 4-6 would be marked for the student. The student would have to repeat the semester covering segments 1-3 for those segments to be recorded for the student.

At the end of the year the student's record in CTEIS would look like this:

Segments: 1 2 3 4 5 6 7 8 9 10 11 12
Student X: ☐ ☐ ☐ ☒ ☒ ☒ ☐ ☐ ☐ ☐ ☐ ☐

How will the grade data be put into CTEIS if a student does not meet the course 2.0 point (C) requirements for successful segment completion?

Districts do not need to worry about this. The district should just report the student's final grade for each course section. Districts must report the segments covered by each course section in CTEIS. When the student's grade in the course section is reported, CTEIS automatically marks the segments covered in the course section for each student with a course section grade of 2.0 or better. The segments will not be marked for students whose grade reported for the course section was below 2.0.

What if it is a single year program and the 1st semester is 6 segments? How will districts determine which students will achieve concentrator status and have to be assessed?

Although CTEIS will automatically identify concentrators at the end of the year when course section grades are reported, districts will likely have to identify students for assessment purposes before this information is available in CTEIS. To assist districts in identifying students potentially eligible to be assessed, a report is available in CTEIS that shows the segments for course sections in which the student has received a grade of 2.0 or better, as well as the segments covered by any course sections in which the student is currently enrolled. Instructors will need to review the lists and identify students expected to achieve concentrator status and complete or leave the program at the end of the year.

At the high school secondary level, students can test-out by only taking the final exam but still receives credit for the course. Where does this meet the test-out requirements for the state of Michigan?

Individual districts determine the requirements for students to test-out of individual courses.

Are these assessments required for Less-Than-Class-Size classes, as well?

Yes.

Can you download the list of students Potentially Eligible to be Assessed (PEAs) right now from CTEIS?

Yes. The report showing students eligible to be assessed is called, *Students Potentially Eligible for Assessments*. This report is available under the Report tab under "Funding Reports" → "Building Reports". Segments for course sections already processed on the 4301 for which a student received a grade of 2.0 or better are marked by an "X". Segments for course sections in which the student is currently enrolled are marked with an "E". The concentrators anticipated to complete or leave the program by the end of the year should take the assessment. Note: You must have run your 4483 report validation to populate this report.

Can we pay for assessment costs with our Perkins grant funds?

Yes.

What are the lengths of the tests? What should be done if class sessions are 90 minutes? Can it be administered in 2 days?

Please refer to the OCTE website under "CTE Assessments" for information on current assessments.

How many questions are on the tests?

Please refer to the OCTE website under "CTE Assessments".

How many students can take the test simultaneously?

This depends on the testing site ability to accommodate work stations and monitor effectively.

Is there a possibility that the test may change in the future, especially the vendor?

It will be necessary to continuously monitor the alignment of each assessment to the program standards. If the standards change, the assessment will need to be reevaluated for alignment to the new standards. During the initial implementation of the assessments, proctors/coordinators, instructors and students are asked to provide feedback regarding the assessment and assessment process. As a result of this ongoing evaluation, it may be determined that an assessment needs modification or should be replaced by another assessment. Since assessments will be phased in over the entire period of Perkins IV, the technical skill attainment indicator will be based on different assessments each year.

What timeline between ordering and testing should we allow for?

This varies by vendor.

What is the test window?

This depends on the program area. Some assessments have limited testing windows, while others are locally determined.

What if a student is absent?

Sites may schedule multiple dates for the assessments within available test dates. Notify the assessment vendor of any students who were scheduled to take the assessment and need to reschedule.

Are there separate site coordinators for each "site" in the CEPD?

Not necessarily. There will be different site codes but can still be the same coordinator.

Who issues the site code -- NOCTI?

Yes, for NOCTI assessments.

At this point, who are people thinking they are going to list as the site coordinator? Counselors, secretaries, principals?

Guidance staff, career-to-work coordinators, technical support staff, or administrative support staff may serve as site coordinators.

Is it true that teachers cannot proctor the test?

Instructors are not to proctor their students and should not have access to testing content. Instructors may be allowed to serve as proctors for programs in a different career cluster; however, the rule varies by assessment vendor. For the most accurate information, direct your questions regarding whether a specific individual may serve as a proctor to the owner of the assessment in question.

If teachers cannot proctor, what about paraprofessionals?

Paraprofessionals may proctor assessments for students with whom they do not work. Direct questions regarding whether a specific individual may serve as a proctor to the owner of the assessment in question.

What is the ratio of student to proctor?

There are no specific guidelines at this time. Proctors must be able to maintain the security of the testing environment and materials. This includes being present at all times during test administration, communicating the instructions for the testing session to participants, moving around the room and observing the work stations of the participants during the assessment session, documenting unusual conditions or situations which may affect participant scores, and reporting any breach of security, no matter how small, to the site coordinator.

Could teachers who are not in that subject proctor the test?

Instructors may be allowed to serve as proctors for programs in a different career cluster; however, the rule varies by assessment vendor.

Who is to proctor the test if not teachers or someone within the classroom?

Administrators, counselors, assessment personnel, technology personnel, and administrative staff are some possibilities.

MME is the highest standard and allows teachers to proctor. Why not these tests?

The rule varies by assessment vendor. For the most accurate information, direct your questions regarding whether a specific individual may serve as a proctor to the owner of the assessment in question.

I am concerned that once we have more assessments phased in, we will be finding it difficult to find proctors.

We will continuously evaluate the assessment process.

Does anyone have any ideas of how they are going to manage the proctoring with centers with huge enrollment and limited staff outside instructors?

Suggestions from meeting participants included: swap paraprofessionals and use other support staff, perhaps, from other departments (general education, special education), use CTE secretary.

What about pooling resources? If each center has a different test window, could they help each other out?

Each CEPD may coordinate the assessment process to meet the needs of the CEPD.

How is the CPI for the Technical Skill Attainment going to be calculated now that we have these assessments?

Indicator 2S1, Technical Skill Attainment, will be calculated by dividing the number of concentrators who passed a technical skill assessment by the number of concentrators who took the assessment. The indicators will be calculated based only on the assessment scores.

How are completers going to be calculated now that the technical skill assessments are being implemented?

CIPS that have an identified assessment will require students to have taken the TSA in addition to the other standing criteria such as: must have completed 12 segments, must have completed courses with a 2.0 point or higher grade, etc.

For clarification, was it stated that a region's core performance indicator in technical skill attainment (2S1) will now be calculated based only on assessment results?

Yes, that is correct. 2S1 will be based only on assessment results. This is at the direction of U.S. Department of Education, Office of Vocational and Adult Education.

Will the results of the evaluation surveys be shared with all?

Yes.

Are there any other states using this process? How have they worked out the administration details?

Yes, most states in consortium either already have technical skill assessment programs in place or are using similar processes to phase in assessments.

Career and Technical Education Information System (CTEIS) FAQs

What is CTEIS?

The Career and Technical Education Information System (CTEIS) is the data collection system used for the distribution of Section 61a(1) funding and calculations of Perkins Core Performance Indicators. Enrollment reports include the 4483D and 4301/end-of-year. The 4033 expenditure report and CEPD options are also required.

How can I find when CTEIS reports are due?

Go to: <http://www.ptdtechnology.com/CTEIS/Home.aspx>

How can I find the dates and locations for CTEIS training?

Go to: <http://www.ptdtechnology.com/CTEIS/Home.aspx>

How can I get help on navigating the Career and Technical Education Information System (CTEIS)?

Contact the CTEIS help desk at 1-800-203-0614, extension 128, or cteis.help@ptdtechnology.com.

When do I need to notify OCTE that there will be a change in the operating building, operating district, or fiscal agency for my program?

You must complete a Request for Building/District Transfer form no later than June 30 preceding the fall in which implementation is to occur. If a building or district code is found to be invalid, such as in the case of a building that has been reported as "closed" in the Education Entity Master, you will be unable to report enrollments under that building code.

Our principal received a letter that there is no teaching certificate for one of our teachers. We found that the teacher's certificate is under her maiden name. Should we report her in CTEIS by her maiden name?

No. Report the teacher using her current name. She should change her name on her teaching certificate.

How long do we have to keep our CTEIS records?

CTEIS records should be kept from TRAC visit to TRAC visit (a minimum of 5 years). However, if your **local** records retention schedule requires you to keep records for a longer period of time, defer to that schedule.

How are nontraditional programs reported in CTEIS?

When local districts enter enrollment data, the CTEIS system will automatically identify nontraditional programs. The data entry person need do nothing beyond accurately entering program information.

Why do all FCS classes have to be reported in CTEIS, if only parenthood education is funded?

Only state approved FCS programs are eligible for state Section 61a(1) funds. A state approved FCS program will have a Program Serial Number (PSN) assigned to the specific school in the CTEIS system. A local school must operate a parenthood course plus a minimum of three additional FCS courses from the list of state FCS course/content areas. When reporting the non-parenthood FCS courses, only individual student information needs to be reported to comply with the teacher-student-data-link reporting requirements. This will establish that an approved program is being operated at that school, and that the school is eligible to receive funds for that school year.

Family and Consumer Science (FCS) FAQs

How can 61a funds be used in FCS/Parenthood?

FCS/Parenthood, as a part of a state approved FCS program may generate funds (if ranked high enough in the local CEPD options list) or may benefit from funds generated by other CTE programs. The allocation of state added cost funding to an FCS program is now a CEPD decision. Funds generated by the program do not necessarily need to be spent in the program, but must be spent according to state added cost guidelines. Funds generated by other CTE programs may be allocated to parenthood education within an FCS program. No added cost funds may be spent on other non-parenthood FCS courses.

Do FCS programs need to report enrollments if they are not generating funds?

Do FCS programs need to report enrollments if they are not generating funds?

If an FCS program is not generating funds and other added cost funding is not being allocated to FCS, there is no need to report enrollments. Only programs that generate funds or benefit from added cost funding must report in CTEIS. However, courses not reported in CTEIS must report through the Teacher-Student-Data-Link collection in MSDS.

Do FCS program need to complete TRAC requirements if they are not being funded?

If an FCS program is not generating or benefiting from state added cost funds, they need not report enrollments. When there are no enrollments reported, they need not complete the TRAC requirements.

Can FCS certified teachers teach Food/Nutrition Science classes for science credit in Michigan?

A certified teacher with a KH endorsement may teach a course focusing on food and nutrition science for FCS credit (usually an elective). Due to the Michigan Merit Curriculum requirements, in order for a science credit to be awarded, the FCS teacher would have to also have an endorsement in science.

Can FCS certificated teachers teach a course that fulfills the Michigan 4th math requirement?

A math endorsement is not required for the 4th math course. The course must have substantial math content. It is possible, depending on the learning activities selected, that an FCS Financial Management course could meet this requirement. The awarding of math credit is a local school board decision.

I have heard that we will no longer get funding for child development as of Fall 2009. Is this true?

The legislation that provides funding to FCS specifies "parenthood education." The 2008 national FCS standards clearly differentiate the content of parenthood education from that of Human Development. (see: www.aafcs.org). Human Development (Child Development) can be counted as one of the additional three required courses to be eligible for funding beginning in the fall of 2009.

I have always taught child development and parenthood education in the same course. How do I decide what content should be in each course?

parenthood education focuses on development of, personal awareness of, and knowledge and skills associated with the roles and responsibilities of parenting. It does not focus on the growth and development of young children except in the context of identifying age-appropriate parenting practices.

What name should I use for my parenthood education course to make sure it is eligible for funding?

It is the content of the course that will determine if FCS courses meet the requirement for being a state approved course and for parenthood education Section 61a(1) funding. The name for your local course is a local decision.

Why do all FCS classes have to be reported in CTEIS if only parenthood education is funded?

Only state approved FCS programs are eligible for state Section 61a(1) funds. A state approved FCS program will have a program serial number (PSN) assigned to the specific school in the CTEIS system. A local school must operate parenthood plus a minimum of three additional FCS courses from the list of state FCS course/content area. This will establish that an approved program is being operated at that school, and that the school is eligible to receive funds for that school year.

We have a really small high school. Do we have to offer four different FCS classes each year?

As of September 2009, all schools participating in parenthood education Section 61a(1) funding must deliver parenthood plus a minimum of three additional FCS courses state approved courses each year to maintain their eligibility.

How can parenthood education Section 61a(1) funds be spent?

Education Funding Act, Section 61a(1), funds are to be spent to provide experiential learning or to provide experiences relevant to the course(s) being taught that are beyond what can be provided by foundation grant funding. Parenthood education Section 61a(1) funds must be expended for items, services, or professional development related to program improvement of the parenthood education courses. Please contact your CTE director or the MDE-FCS program consultant for priorities and allowable expenses.

Why can't parenthood education funds be used for middle school LME/FCS programs?

At the present time, no state or federal FCS funds are available for middle school programs beyond foundation grant allowances. If you have ninth grade parenthood education courses in a middle/school junior high, the teacher has KH and VH endorsement, and the high school into which they feed has a state approved program, those classes could potentially be eligible for funding. Please contact the FCS program consultant for additional information.

With the funding changes for parenthood education courses in 2009, will there be difficulty with content overlap between my parenthood education courses and my child development courses?

Parenthood education focuses on development of, personal awareness of, and knowledge and skills associated with the roles and responsibilities of parenting. It does not focus on the growth and development of young children except in the context of identifying age-appropriate parenting practices. You should consult course credit guides and develop a curriculum map of your two courses to identify and then make decisions about the course placement of any content you identify that overlaps.

My FCS classes are boring! What can I do?

The Office of Career and Technical Education maintains a listserv for FCS teachers. This teacher network is an excellent resource for FCS teachers. For more information, contact the MDE-FCS program area consultant.

I am providing an infant simulation experience for my students. Some of my students/parents have requested not to have the babies for various reasons. Are there alternate assignments that have been successful?

Several alternative activities have been used successfully by various teachers across the state. See information on the FCS teacher listserv, above. The listserv provides the best source of teacher-to-teacher networking in the state.

What is the professional organization for Michigan FCS teachers?

Family and Consumer Science Educators of Michigan (FCSEM) is the organization that serves Michigan FCS teachers. Their website is: www.fcsem.org. The organization sponsors a state conference each year that provides FCS content related professional development to FCS teachers.

What if my district does not have a reproductive health advisory committee?

Check with your curriculum director. Without a Reproductive Health advisory committee, you are not allowed to teach any reproductive health content in your parenthood education Course.

What kind of equipment can be purchased with Section 61a(1) funds for parenthood education?

Section 61a(1) funds may be spent to support parenthood education if it is part of a state approved FCS program. You may not use Section 61a(1) funds for replacement of worn out equipment. You may, however, purchase “new” equipment that you have not owned before. There is a list of suggested equipment to enhance the delivery of parenthood education. This list is available from the MDE-FCS program consultant. The highest priority for the use of funds remains that of professional development related to the program area.

Where can I find the National Standards for Family and Consumer Science?

Not all of the national standards apply to Michigan’s state approved FCS curriculum. The entire text of the national standards can be found at: <http://www.aafcs.org/>.

The national standards that apply to Michigan’s state approved programs are available at: http://www.michigan.gov/documents/mde/FCS_National_Standards_for_Michigan_State_Approved_ProgramsFV_258679_7.pdf.

Where can I find the Michigan Life Management Education (FCS) Content Standards and Benchmarks?

The Michigan Life Management Education (FCS) Content Standards and Benchmarks have been updated. An overview is available at: http://www.michigan.gov/mde/0,1607,7-140-6530_2629_53968-220553--,00.html.

Follow-Up FAQs

Where do I find information on how to administer and successfully complete my CTE Follow-Up Surveys of CTE Completers?

Please go to the PTD Technology website for follow-up materials:

<http://www.ptdtechnology.com/CTEIS/Home.aspx>

Why do I need to complete Follow-Up Surveys of my CTE students?

CTE students who complete a state approved CTE program and leave secondary education need to complete the follow-up survey between February and May of the year following the student leaving school. The survey is required to obtain student placement data (employment, continuing education, military) to compute the core performance indicator 5S1, Placement, which is required for the Perkins IV legislation.

What happens if the Follow-Up Surveys of my CTE students are late or not conducted?

Timely submission of the follow-up data is **absolutely required** because the statewide data, used by most districts, cannot be processed until complete data has been received from all districts. Late data submission by one building in the state will delay release of the state data to everyone.

Districts generally have to submit this information by the first week of May each year. Failure to submit the Follow-Up Survey data will jeopardize CTE funding to the district.

Less-Than-Class-Size FAQs

If several students participate in Less-Than-Class-Size (LTCS) contracted programs under the same CIP code, but with different instructors, sites, or times, how should they be reported in CTEIS – as one course-section or individual course-sections?

Individual course-sections should be established – separate course-sections for each instructor, site, and time. It is very common to have only one (1) student per LTCS course-section.

Do LTCS students take the statewide assessment for their CIP code?

Yes. Students are expected to receive the entire program standards and segments during their LTCS experience and take the CTE instructional program (CIP) state assessment.

Michigan Electronic Grants System *Plus* (MEGS+) Michigan Electronic Grants System (MEGS) FAQs

What is MEGS?

MEGS stands for the Michigan Electronic Grants System. The original MEGS, now referred to as “MEGS Legacy”, was established in 2001 by the Department of Education to manage the grant application and reporting process. CTE Perkins federal grant applications for the period from 2003-04 through 2011-12 are located in MEGS.

MEGS*Plus* (MEGS+) is the second generation of Michigan’s electronic grants application system. CTE Perkins applications beginning with the 2012-13 grant year are located in MEGS+.

Accessing MEGS Legacy and MEGS+ requires a Michigan Education Information System (MEIS) account number, user name, password, and security authorization. The MEIS account allows access to multiple MDE or CEPI applications.

Where can I find more information on MEGS+?

Go to the MEGS website: <https://megs.mde.state.mi.us/megsweb/default.asp>

How do I get a MEIS account number?

Go to: <https://cepi.state.mi.us/MEIS/createnewaccount.aspx>

Where can I find a copy of my region’s Perkins IV Long Range Plan?

State-approved regional CTE Perkins Long Range Plans are attachments to the 2008-09 CTE Perkins grant applications in MEGS.

New and Emerging Programs FAQs

What are new and emerging occupations?

The “Information Age” alludes to the global economy’s shift in focus away from the production of physical goods (as exemplified by the industrial age) and toward the manipulation of information. Today, the Internet has become the ultimate place to accelerate the flow of relevant information as the fastest growing form of media. Technology is cheap and available so that instant communication and information can be accessed by cell phones, high definition television, digital cameras, e-mail, and computer games. The pace of change brought by technology has been very rapid. Moreover, a national focus on alternative energy and green jobs has brought a wealth of possible industries and careers for the future.

New and emerging programs in these fields have yet to be defined. OCTE is committed to working with high schools and community colleges to help build new instructional programs as new industries and occupations emerge. Local districts that are interested in developing programs for new and emerging occupations are encouraged to work with local employers and contact OCTE for assistance in start up of programs.

Michigan resources of jobs:

www.michigan.gov/careers

www.milmi.org

National Science Foundation awards give a good representation of jobs of the future:

www.nsf.gov

U. S. Department of Labor – search for emerging occupations to get the most recent articles:

www.dol.gov

Nontraditional CTE Programs FAQs

What is the definition of a nontraditional CTE program?

A CTE program is considered nontraditional for a certain gender when the individuals usually employed in the occupations or fields of work related to the associated CIP code comprise under 25% of the workforce in that occupation or field of work.

How does Michigan determine which programs are nontraditional and which are not?

At the onset of the legislation, multiple sources of reliable employment statistics are compiled for each Michigan CIP code program area. The results are compared with the definition of nontraditional fields of work. These results determine which CIP code program areas are identified as nontraditional.

Why doesn't the nontraditional list change each year in response to changes in the labor market?

The designation of a program as nontraditional determines which data is used to calculate the core performance indicators related to nontraditional student enrollments and completion. In order to indicate trends over time, the same program areas must be used. The nontraditional list is revisited and updated with each renewal of the legislation.

How can I determine which of our CTE programs are nontraditional for males and females?

The list for the duration of the Perkins IV legislation can be found on the OCTE website: http://www.michigan.gov/documents/mde/MI_Nontraditional_CIPs_Perkins_IV_290477_7.pdf or may be obtained from the Gender Equity consultant at OCTE.

How are nontraditional programs reported in CTEIS?

When local districts enter enrollment data, the CTEIS system will automatically identify nontraditional programs. The data entry person does not need to do anything beyond accurately entering program information.

How can administrators evaluate CTE programs and classrooms for equity and gender fairness?

Classrooms and labs should be appealing and welcoming to students of both genders. Both males and females should be represented in posters, text illustrations, promotional materials, and media used in instruction. Gender neutral language should be used in both instruction and promotion of the program. Appropriately sized tools, safety equipment, and attire should be provided for each student. Harassment or different treatment of any kind should not be permitted. Sexual harassment should be promptly and appropriately handled according to the district's policies.

What is the Breaking Traditions Award?

The Breaking Traditions Award is sponsored by the Office of Career and Technical Education to recognize outstanding students who have overcome obstacles related to their gender and are completing a nontraditional CTE program. The statewide awards provide recognition of these students and provide an opportunity for positive publicity for the agency and their program. The award is often used by the student as an application/resume builder, and helps to build the student's confidence in their career path decision.

Where can I find out more about the Breaking Traditions Award?

The annual application and more information can be found at: www.michigan.gov/octe or you may contact the OCTE Gender Equity consultant at (517) 241-2091.

How can we increase our nontraditional enrollments in CTE programs?

There are multiple strategies to introduce students to a wide variety of career options through various career exploration activities. It is important to provide unbiased information to students and parents about the available opportunities in CTE.

Students should be provided like-gender role models in program promotional materials, presentations, tour guides, and demonstrations. Teachers and/or paraprofessionals of the nontraditional gender also have the effect of creating a more welcoming environment. Additional technical assistance related to recruitment strategies is available from the OCTE Gender Equity consultant.

How can I help our CTE programs retain the nontraditional students who enroll?

There are multiple strategies that will help support retention of students enrolled in CTE programs nontraditional for their gender. Gender fair classrooms, use of gender fair language, and welcoming environments will set the tone. Providing support groups for nontraditional students assists them with strategies to support their success. Scheduling students in sections with other nontraditional students increases the chances of retaining nontraditional students. Providing same gender role models and mentors from the career field is another valuable strategy. Treating all students equitably and having the same expectations for all students will prove effective. Involving students in the program related Career and Technical Student Organization is also another effective strategy. Additional information can be obtained from the OCTE Gender Equity consultant.

Is it easier for males to succeed in a CTE program predominated by female students than it is for a female to succeed in male dominated programs?

Students of both genders may find nontraditional programs to be challenging, but in different ways. Although each student's experience is different, male students may have more negative reactions from peers outside the program, while experiencing more rapid acceptance within the program than female students do in their nontraditional programs. Female students are likely to have more issues with strength requirements; the size of tools, equipment and attire; sexual or other harassment; and acceptance by their family and close friends. Students enrolling in nontraditional career training benefit from instructors and administrators who anticipate potential issues, and work proactively to prevent them.

What are the benefits of pursuing a career in an area nontraditional for a student's gender?

Students of both genders will benefit from success in a nontraditional career area; however, the benefits may be different for male and female students. Although each individual's experience will be unique, male students can often advance more rapidly in a nontraditional career area and find greater personal satisfaction with their career choice. Female students will earn more money than they would if pursuing a career more traditional for women and may experience greater opportunities for employment.

Where can I get more information to help me work with students interested in careers nontraditional for their gender?

OCTE has several resources available to educational agency personnel and can provide technical assistance to local CTE personnel for specific questions or situations. Contact the OCTE Gender Equity consultant at (517) 241-2091.

Program Advisory Committees FAQs

What is the role of a program advisory committee?

The program advisory committee should make recommendations on the planning, development, implementation, operation, and evaluation of programs of study. The purpose of the committee is to assure that the program reflects the needs of the business and postsecondary communities that the program serves and is consistent with the program standards identified by the Office of Career and Technical Education. Members should understand that their recommendations will be considered; however, the legal authority for the program rests with the local educational agency, which must operate within the parameters established by law and the rules and regulations of the state of Michigan.

Who should be on a program advisory committee?

The majority of members must be from related business and industry. When selecting advisory committee members, you should consider the potential for the person to provide input on decisions related to your overall program. Members should be willing to give of their time and expertise and agree to participate in the functions of the committee. It is highly recommended that a parent and a student representative also be members of the committee.

I do not have a program advisory committee, so who should sign as the advisory committee chairperson?

If you do not have a program advisory committee, you have identified a major deficiency in your program. You cannot have someone who does not exist verify your CIP self review. You must indicate that you do not have an advisory committee. You should plan to begin to organize this immediately. Advisory committees are required to meet a minimum of twice each school year. Programs throughout the state find their local program advisory committees to be a valuable resource and sounding board for their programs.

My advisory committee has not been active lately, so I do not have minutes. How should I report this?

If your advisory committee has not met or has been disbanded, you have identified an area that needs your attention. Having an advisory committee is one of the requirements of a state approved program. There are many benefits of an advisory committee, including support and advocacy for your program.

Is it essential that my program have an advisory committee?

Yes. A program specific advisory committee is required for wage-earning and non-wage-earning state approved programs.

For more information, please refer to the Administrative Guide for Career and Technical Education and the Advisory Committee Toolkit/Employers as Partners.

Segmenting FAQs

What is segmenting?

A CTE program is defined as a **sequence** of courses. Program standards have been identified for each CIP program in Michigan. For federal Perkins reporting, the state must report on students who are program **concentrators**. In order to identify students who are program concentrators, Michigan has grouped the standards for each program into 12 segments. When a student has successfully completed (with a grade of 2.0 or better) course sections covering seven segments, the student is identified as a program concentrator.

Can I repeat segments?

Segments are reported when the majority of the standards are delivered. If you have a one year program, then the segments are not to be repeated. If you have a two year program, you may find that you need to review standards in some segments during the second year and that is fine.

Do I have to report on concentrators?

Concentrators are identified automatically based on information provided through CTEIS. Districts report the segments delivered in each course section, the students enrolled in the course section and the grade received by each student for the course. Students will be identified as concentrators based on this information.

State Education Funding Act – Section 61a(1) (Added Cost) FAQs

What is State Aid Section 61a(1) (Added Cost) funding?

State Aid Section 61a(1) (added cost) funds are state funds authorized under the State Education Funding Act. Funds are to assist with the additional costs of operating career and technical education programs.

How is Section 61a(1) funding calculated?

Section 61a(1) funding is based on **student hours**. The definition of a student hour is: one student enrolled in 1 hour (60 minutes) of CTE instruction per day, 5 days per week, for an entire year.

The formula for calculating student hours is: $(\text{Minutes per week} \div 300) \times (\# \text{ Weeks} \div 36) \times (\text{Enrollment}) = \text{Student Hours}$

Each program or CIP code has a Section 61a(1) factor (reimbursement rate) associated with it. The student hours for a class are then multiplied by the appropriate Section 61a(1) factor to determine the Section 61a(1) funding for that class of students. Please note that if any of the components of this formula changes, it directly impacts the amount of Section 61a(1) received.

How are parenthood education Section 61a(1) funds generated?

Historically, all parenthood education courses that met the established criteria automatically generated CTE Added Cost funds earmarked for the specific parenthood courses in a specific state-approved program. This is no longer the case. **Beginning in 2011-12, parenthood education was included in the list of state-approved CTE programs that are ranked in order of funding priority by the Career Education Planning District (CEPD) Administrators (40% option).** Each CEPD assigns a single “rank” to Parenthood. This rank determines the order in which all Parenthood (within a CEPD) will generate funds from the CEPD’s share of the 40% CEPD Option funds. If Parenthood is ranked as a high priority by the CEPD, it will generate funds ahead of other programs. If Parenthood is ranked as a lower priority by the CEPD, the funds may be depleted before the Parenthood rank is reached.

How can parenthood education Section 61a(1) funds be spent?

Beginning in 2011-12, the use of CTE Section 61a(1) funds generated by Parenthood enrollments is no longer limited exclusively to Parenthood, but may be used for other state-approved CTE programs within a fiscal agency. Conversely, CTE Added Cost funds generated by other CTE programs within a fiscal agency may be used for Parenthood. All CTE Added Cost expenditures and local program expenditures will continue to be applied to meet the overall match requirements of the fiscal agency.

Can passing time be counted when reporting minutes for Section 61a(1)?

No. Minutes reported for calculation of Section 61a(1) funding are instructional minutes only. This does not include announcements, passing time, homeroom, lunch, or travel time to an area center.

Several adult education individuals need UIC numbers. Are adult education students counted for Section 61a(1) dollars?

No. They should not be reported in CTEIS (Career and Technical Education Information System). An adult student is defined as an individual who has graduated from high school, or who is over age 19 and non-special education, or is a special education student and over age 26.

How should I enter grades for students who receive an “n/c” (no credit) for a course? How should I enter grades for students who receive credit for a course but no grade?

Students who are taking a CTE course for no credit or no grade should not be reported in CTEIS, as they are not taking the course as part of a regular CTE program. These students are likely special education students who are attending the course for non-CTE purposes.

Is it possible to add or drop students after submission of the 4483D report?

No. Enrollments reported on the 4483D report are the final enrollments used for determining Section 61a(1) funding. No students may be added or deleted after final submission and OCTE acceptance of the 4483D report.

Is there a maximum number of minutes you can report for Capstone/Coop Education?

Capstone/Coop coordinators should spend a minimum of 15 minutes per week with each student placed into work-based learning experiences to ensure proper coordination. Districts offering eligible students from state-approved CTE programs placement in a Capstone Work-Based Learning program (formerly referred to as CTE Cooperative Education), may be eligible for Section 61a(1) reimbursement for capstone coordination, if the students in the work-based learning experience are monitored by a vocationally certificated teacher.

For more information, please refer to Section E, "Guidelines and Resources for Placing Students in Work-Based Learning Related to State-Approved Career and Technical Education Programs". For information regarding calculation of Section 61a(1) funds for Capstone/Coop, please refer to the Administrative Guide for Career and Technical Education.

We have an independent study student who attends a state-approved CTE class and continues project work outside the normal classroom time. Can this student be reported as an "extended-day" student?

No. The additional time that the student spends on the project outside of the regular class room is not eligible for Section 61a(1) funds and should not be reported in CTEIS.

Our district did not meet the 4033 expenditure match, and did not spend 90% of the Section 61a(1) funds we received in Program Improvement areas – how is our negative adjustment calculated?

There will be a negative adjustment of the larger amount of the two deficiencies, but not both. The negative adjustment will not exceed the amount of Section 61a(1) funds received.

Technical Review, Assistance, and Compliance (TRAC) FAQs

What is TRAC?

TRAC stands for Technical Review, Assistance and Compliance. TRAC is the Office of Career and Technical Education's subrecipient monitoring and technical assistance system. The state monitors for compliance with federal laws and regulations (Carl D. Perkins) and state laws, rules, and regulations (Section 61a(1)-added cost) by conducting onsite visitations using a five-year cycle. In addition, desk audits and targeted visits based upon risk analysis are conducted.

When is my region scheduled for a TRAC visit?

The five-year TRAC schedule is posted on the OCTE website. Click on the hyperlink to access: [Five Year TRAC Schedule](#).

Is there a manual or instructions to follow for the TRAC visit?

Yes. A copy of the most recent manual is located on the OCTE website.

How many years of documentation will be reviewed during the onsite?

We will look at the most recent documentation that meets the criteria, minimally one year, usually no more than three years back.

Do I need to provide documentation for Perkins IV items?

Yes, beginning with the TRAC reviews done in the 2009-10 school year.

Is it required that the Chief Financial Officer be interviewed or can an accountant be substituted (Financial Review)?

It is not required, but it is very helpful to speak with the Chief Financial Officer at least once.

Can we have our interview questions ahead of the TRAC onsite visit?

Yes, all of these questions are included in the TRAC manual that is provided at the TRAC training workshop and available on the OCTE website.

During the onsite reviews will you examine only those programs that have completed the program self review?

No. OCTE will choose the sites to visit. Each curriculum consultant will select program to visit. The programs chosen are those we believe can benefit most from our visits based on a review of data and program trends.

Do I need to prepare an agenda for the CTE program reviews?

No.

When will we receive a copy of our final report?

Usually within 45 days of the visit. The final report will be mailed to the fiscal superintendent, designated TRAC coordinator for the region, and CEPD Administrator(s).

Following the onsite visit, what must be completed for the Not In Compliance, Action Required items?

You will need to complete a Compliance Plan for each review item that is Not in Compliance.

Why were some schools in my district selected this year and some not?

Selection of a specific program for review was based on established criteria. Only state approved programs must complete the CIP self review or are visited for a TRAC onsite review.

It is possible that some schools in your district or area are not receiving Parenthood Section 61a(1) funds. If a junior high (or middle school) with 9th grade students receives Parenthood funding, they are expected to complete a CIP self review for their building, indicating which high school program they are linked to, and are subject to TRAC review based on receipt of funds.

What should I do if I do not have course syllabi?

A detailed course outline or curriculum overview, indicating content taught, can be substituted. Information distributed to students and parents about the class content and expectations could also be submitted. The purpose of this item is to substantiate the content (what is actually being taught) in the courses in your program. If you have not developed syllabi, you may wish to work on this. In multiple teacher departments, please make sure each document indicates the name of the teacher(s) teaching the course.

I do not have a floor plan for my facility. What is acceptable?

A diagram of the shape of the room(s) with measurements written in, a CAD diagram with dimensions (check with your school's drafting instructor as they may have a student who can use this as a project), a copy of your room from a school map with dimensions noted, or if available, a copy of your rooms from the school blueprints. Possible sources of this information are your former program application, prior review documents, or your district's facility manager. It is important to include accurate measurements of the rooms) Pictures are optional and should not be included in lieu of measurements.

I have many other responsibilities this time of year. Can my program self review/TRAC review visit be moved to next year to allow me time to complete this?

Program monitoring is required by the legislation that authorizes funding. By accepting funds for your program, your district is obligated to be accountable for the quality of programs provided. Your administrator is required to review all CTE programs within a five-year period, and establishes the schedule for self reviews. The state has an established review schedule, as well.

FCS programs are reviewed in concert with all other programs in the region, so the year and week selected for review cannot be changed. There may be some flexibility in the selection of the exact date your school is visited within the week. You should contact your local CTE administrator with your concern about your scheduled TRAC onsite review date.

Our administrator(s) is leaving/retiring. Who should I have sign my CIP self review?

Your current administrator should provide the assurance signatures. It would be wise to coordinate your request for reading and signatures with support staff in his/her office, so that the deadlines can be met. If your administrator has already left, the "acting" administrator may sign. It may be a good idea to provide you new administrator(s) with a copy as a way of becoming familiar with your program.

My administration has provided a 5" notebook with labeled dividers and pre-inserted information. Is this what is required?

No. It is suggested that you retain the large notebook for your local files and find a more compact notebook to submit your CIP self review to the state. It need only contain the required information for your program. Extra tabs, dividers, and extraneous information are discouraged. Please see the TRAC CIP self review for the exact evidence to submit.

Work-Based Learning FAQs

Can distance or virtual learning be used to meet the requirement of work-based learning for each student in state approved career and technical education programs?

OCTE cannot allow distance learning alone as a work-based learning option. Work-based learning must be a hands-on experience. Virtual and distance learning can enhance all aspects of the industry, use of technology, as well as work-based learning for students, but will not take the place of a hands-on experience under C-14 (work-based learning).

What are "Work Based Learning-Rotations"?

These are students who participate in unpaid work-based learning experiences during scheduled classroom time. The classroom is actually taking place in a hospital or other business related to the state approved career and technical education program.

What does "sponsored by Business and Industry partner for public access" mean?

An example would be a culinary program sponsored by a local restaurant or a school store sponsored by a local clothing business where the business employees would be operating/running the school-based enterprise.

Work Permits FAQs

Section 409.106 (1)

“...The color of work permits for minors under 16 years of age shall be distinct from that for minors 16 years of age and over. . .”

Under 16 Year Old Minors: Pink, single sheet, front and back
16 and 17 Year Old Minors: Yellow, single sheet, front and back

Who needs a work permit?

A work permit is required for any minor between the ages of 14-17:

- Whose employment in a business **is not** owned by the parent or legal guardian (either as the sole owner, partner or stockholder) **and** operated by the parent or legal guardian (if he or she does devotes substantially all of his or her working hours to the operation of the business/company), OR
- 16 years of age or older who **has not** completed the requirements for graduation from high school, OR
- 17 years of age or older who **has not** successfully passed the general educational development (G.E.D.) test, OR
- Who **has not** married and is under the age of 18 (copy of marriage certificate), OR
- Who **has not** been emancipated by the legal court system as defined by section 4 of Act No. 293 of the Public Acts of 1968, as amended, being section 722.4 of the Michigan Compiled Laws (MCL) (copy of judgment and/or legal document), OR
- 14 years of age or older if a written agreement or contract is entered into between the employer and the governing body of the school district, public school academy, or nonpublic school at which the minor is enrolled

What is the minimum age for employment?

14 years, subject to the following exceptions and limitations:

- 11 years of age and less than 14 years of age may be employed as a youth athletic program referee or umpire for an age bracket younger than his or her own age if an adult representing the athletic program is on the premises at which the athletic program event is occurring and a person responsible for the athletic program possesses a written acknowledgment of the minor's parent or legal guardian consenting to the minor's employment
- 11 years of age or older may be employed as a golf caddy
- 13 years of age or older may be employed in farming operations involving detasseling, roguing, hoeing, or any similar act involved in the production of seed. This exception applies only when a minor is employed during school vacation periods or when the minor is not regularly enrolled in school. An employer shall keep on file at the place of employment evidence of the age of any minor employed under this work permit exception. Evidence of the age of the minor shall be established as provided in section 5(b)
 - A certified copy of the birth record or any other proof of age showing the place and date of birth
 - A certified copy of valid operator's license issued by this state clearly showing date of birth
 - The school record or the school census record
 - The sworn statement of the minor's parent or legal guardian, together with a corroborating statement of a physician
- 11 years of age or older may be employed as a bridge caddy – is a person who serves as an attendant in a bridge tournament: dressing the card tables with supplies, collecting score slips, moving duplicate boards in team games, assisting director in investigating incorrect score slips and obtaining verification of changes, running errands for directing staff and players, collecting and returning supplies to proper place, and posting results (at any event sanctioned by the American contract bridge league or other national bridge league association)

- 13 years of age or older may be employed to perform services which entail setting traps for formal or informal trap, skeet, and sporting clays shooting events.

Where can a work permit be obtained?

The work permit shall be issued by the issuing officer of the school district, intermediate school district, public school academy, or nonpublic school where minor is enrolled and/or where minor's place of employment is located.

Where do I take my work permit when it is completed?

The work permit may be taken to a school issuing officer of the school district, intermediate school district, public school academy, or nonpublic school where minor is enrolled and/or lives and/or will be employed; then, the school keeps a copy of the work permit to be placed in the minor's permanent school file and the original work permit is given to the minor to give to the employer to place in the minor's file which must be kept at the fixed location (stationary work location where the minor will be performing responsibilities and duties indicated on the work permit by the employer).

What if the student needing a work permit is home schooled, cyber schooled, virtual schooled, dropped out of school, and/or comes from another state?

The work permit shall be issued by the issuing officer of the school district, intermediate school district, public school academy, or nonpublic school at which the minor is enrolled and/or where minor's place of employment is located (in the state of Michigan).

A home school is not a nonpublic school and shall not issue a work permit. If the home schooled minor's work permit is issued by the mother who is also the home school instructor, then it is not a valid work permit because a home school is not a non-public school and must be in compliance with Public Act 302 of 1921, the Private, Denominational and Parochial Schools Act.

If a work permit for a home schooled student has been issued by the school district in which the employer is located and the school issuing officer has failed to complete the number of hours the minor attends school per week, a signed statement from the home school instructor showing number of hours is acceptable.

What are the employment hours?

- Minors **may not** work more than six (6) days in one work week
- Minors **may not** work more than five (5) continuous hours without being removed from working and receiving a documented **and** uninterrupted 30 minute meal and/or rest period interval
- Minors 14 and 15 **may not** work **before 7:00 am or after 9:00 pm or sunset** from June 1 – Labor Day
- Minors 14 and 15 **may not** work **before 7:00 am or after 7:00 pm or sunset** from Labor Day – June 1
- Minors 14 and 15 **may not** work during school hours
- Minors 14 and 15 **may not** work more than 3 hours on a school day (federal standards)
- Minors 14 and 15 **may not** work more than 8 hours on a non-school day or when school is not in session
- Minors 14 and 15 **may not** work more than 18 hours in a school week while school is in session
- Minors 14 and 15 **may not** work more than 40 hours in one non-school week
- Minors 14 and 15 combined school and work hours cannot exceed 48 hours in one work week when school is in session.

Non-school days such as holidays, snow days, conference days or any other day recognized by the school on which the minor is not required to attend classes shall not be counted as school hours for the 48 combined hours in one work week requirement:

- (1) A person shall not employ a minor 16 years of age or older in an occupation subject to this act for more than any of the following periods:

- Six days in one week
- An average of 8 hours per day in one week
- 10 hours in one day
- Subject to subdivision (e), 48 hours in one week
- If the minor is a student in school and school is in session, work hours cannot exceed 24 hours in one week

(2) Except as provided in subsection (3), a person shall not employ:

- Minors 16 and 17 years before 6:00 am or after 10:30 pm Sunday – Thursday
- Minors 16 and 17 years before 6:00 am or after 11:30 pm Fridays - Saturdays

However, except as provided in subsection (3), a person may employ a minor 16 years of age or older who is a student in school until 11:30 pm on any of the following days:

- Fridays and Saturdays
- During school vacation periods
- During periods when the minor is not regularly enrolled in school

(3) Minors 16 and 17 may be employed in farming operations involved in the production of seed or in agricultural processing for a period greater than the periods described in subsections (1) and (2) if all of the following conditions are met:

- If the minor is a student in school, the period greater than the periods described in subsections (1) and (2) occurs when school is not in session
- Minor is employed for not more than 11 hours in one day
- Minor is employed for not more than 62 hours in any week. However, employer shall not require minor to work more than 48 hours during any week without the consent of the minor
- Minor is not employed between 2:00 am and 5:30 am
- The agricultural processing employer maintains on file a written acknowledgment of the minor's parent or legal guardian consenting to the period of employment authorized under this subsection

(4) As used in this section:

- Agricultural processing means the cleaning, sorting or packaging of fruits or vegetables
- Farming operations involved in the production of seed means farming activities and research involved in the production of seed, including plant detasseling, hand-pollination, roguing, or hoeing, and any other similar farming activity for commercial seed production.

Section 409.103 (1)

“A minor shall not be employed in, about, or in connection with an occupation that is hazardous or injurious to the minor’s health or personal well-being or that is contrary to standards established under this act, . . .”

Adult Supervision

- Minor ***may not*** be employed unless the employer or another employee at least 18 years of age is present at all times and provides supervision (***supervision means providing ongoing instruction and guidance to minors to ensure their work activities are safe and legal and ensure immediate assistance is available in case of an emergency***)
- Minor shall not be employed in an occupation that involves a cash transaction after sunset or 8:00 pm; whichever is earlier, unless the employer or another employee at least 18 years of age is present at the fixed location during those hours

Special penalties apply for employing minors in occupations at a fixed work location/work site involving cash transactions after sunset or 8:00 pm without the required adult supervision.

Alcohol Prohibited/Hazardous Employment

- Minors under the age of 18 may not work for an employer whose alcohol sales are more than 50% of total sales
- Minors 16-17 years of age may not work in, about, or in connection with that part of an establishment where alcoholic beverages are distilled, rectified, compounded, brewed, manufactured, bottled, consumed, distributed, sold at retail, or sold for consumption on the premises unless the sale of food or other goods constitutes at least 50% of the total gross receipts
- Minors 16-17 years of age may be employed in establishments where alcoholic beverages are manufactured, distributed, sold at retail, or sold for consumption on the premises, provided that the sale of food or other goods constitutes at least 50% of the total gross receipts
- Minors 14-15 years of age may be employed in establishments where alcoholic beverages are sold at retail provided that the sale of food or other goods constitutes at least 50% of the total gross receipts
- Minors under the age of 16 may not work in, about, or in conjunction with that part of the establishment where alcohol is consumed or sold for consumption regardless of sales percentage
- Minors 14-15 years of age may be employed in establishments where alcoholic beverages are consumed or sold for consumption on the premises, provided that the sale of food or other goods constitutes at least 50% of the total gross receipts, and if the minors are not in that part of an establishment where alcohol is consumed or sold for consumption. Permissible areas of employment include a kitchen, coat room, parking lot or other areas apart from/away from where the alcoholic beverages are sold or consumed. Employment in the lounge, bar, dining area, or golf course where alcohol is consumed is prohibited [Reference AG OP#6250 October 17, 1984]
- Minors under 18 cannot serve, sell, or furnish alcoholic beverages (for more information on Liquor Control Commission regulations concerning selling and serving alcoholic beverages 517/322-1400)
- For more information on the employment of 14-15 year old minors contact U.S. Department of Labor, Wage Hour Division: www.dol.gov